10/16/87 C2175-1

THE CHRONICLE of Higher Education.

ISSN 0009-5982

October 14, 1987 • $1.95
Volume XXXIV, Number 7

News Summary

Articles on inside pages

Administrators are troubled by the government's expectation that universities investigate cases of scientific fraud by researchers on their campuses: Page A4.

Opinions differ over recommendations by trustees of higher education's pension companies on reorganizing investment opportunities of retirement accounts: Page A14.

A modern odyssey: From Colorado business professor to linebacker for the New York Giants: Page A15.

Concern over the quality of trade schools has led the Education Department to look into whether the institutions accurately represent the programs they offer: Page A21.

Bowing to pressure from higher-education groups, the National Association of College Stores has ended a Congressional lobbying campaign: Page A21.

In a settlement of a contested will, six institutions will receive most of the $150-million left to them by George W. Woodruff: Page A33.

More and more students are going to journalism schools to study public relations, advertising, and marketing: Page A35.

In campus discipline cases, professors and coaches disagree over whether athletes are favored or victimized: Page A37.

African universities need new sources of funds to avoid poor teaching and overcrowding, Zambia's education minister says: Page A39.

SECTION 1	
Athletics	A37-38
Books	A12, 18
Coming Events	A43-46
Computers	A16, 18
Deadlines	A46-47
Deaths	A41, 43
Gazette	A41
Government & Politics	A20-32
Grants	A24-26, 34
International	A39-40
Personal & Professional	A14-18
Philanthropy	A33-34
Scholarship	A4-12
Students	A35-36

SECTION 2	
Opinion & Letters	B1-4
Bulletin Board	B5-56

ULTIMATE SYMBOL OF EXCELLENCE

In Sciences, the Reflected Prestige of the Nobel Prize Extends Far Beyond Anything Its Creator Imagined

By KIM McDONALD

When the announcement came that James M. Buchanan had won the 1986 Nobel Memorial Prize in Economic Sciences, faculty members at George Mason University could barely contain their enthusiasm. Here, finally, was proof that their little-known state institution was on the way to becoming a major research university.

"It was a real boost to our morale," says Karen I. Vaughn, chairman of George Mason's economics department, where Mr. Buchanan is a professor. "It was such a nice affirmation of our academic quality. When the president of the university threw a reception to honor Jim, I couldn't believe the number of people who showed up. Here were all these faculty members who didn't know Jim Buchanan from a hole in the wall, and they were grinning from ear to ear waiting to shake his hand. It was as if he had done it for all of us."

As the ultimate symbol of excellence, the Nobel Prize has had a tremendous effect on scholars, institutions, and national pride.

Its influence is particularly pronounced in the sciences, where its prestige has grown far beyond even the most hopeful dreams of its creator.

Alfred Nobel, the Swedish inventor of dynamite, wanted the prize bearing his name to reward those who had "conferred the greatest benefit on mankind." He stipulated in his will that awards, supported by proceeds from his estate, be made to living individuals, without regard to national origin, in each of five categories: chemistry, physiology or medicine, physics, literature, and peace. Nobel had hoped that his prize would stimulate progress in those disciplines—fields that he believed would most benefit mankind.

A sixth prize, the Nobel Memorial Prize in Economic Sciences, was established in 1968 by the Central Bank of Sweden.

Other scholarly awards have sought to make the same impact. A few even provide more than the approximately $345,000 that will be given in each of the Nobel categories this year. But none has ever approached the prestige and status that comes from winning a Nobel Prize.

Those who are named this week to receive the prizes in chemistry, physics, and physiology or medicine will find their lives forever changed. The in-

Continued on Page A6

Hughes Plans $30-Million for Undergraduate Science; 94 Colleges Invited to Apply

By LIZ McMILLEN

BETHESDA, MD.

Undergraduate science education at liberal-arts colleges and historically black institutions will be the focus of a $30-million program of grants announced here last week by the Howard Hughes Medical Institute.

Institute officials said they had invited 94 colleges to submit proposals to strengthen their biology, chemistry, mathematics, and physics programs. The awards, which will range from $500,000 to $2-million, will be announced next spring.

Part of $500-Million in Spending

The grants for science education are the first part of $500-million in expenditures that the institute will make over the next 10 years, following the settlement in March of a long-standing tax dispute.

Announcing plans for the first year of its grant-making activities last week, the institute also said it would finance up to 300 postgraduate fellowships in the biological sciences. They will be available to Americans and students from foreign countries.

In addition, the institute plans to award grants to help increase public understand-

Continued on Page A33

Ala. Court Ruling Seen Making Segregation at State Colleges More Difficult to Prove

By SCOTT JASCHIK

A federal court's ruling last week may severely limit the ability of the federal government and civil-rights activists to prove that some state systems of higher education remain racially segregated.

The ruling, by the U.S. Court of Appeals for the 11th Circuit, came in a case involving Alabama's higher-education system. The court held that the Justice Department had failed to prove that Alabama's public colleges and universities were segregated because the department had argued that the entire state system was segregated, instead of offering evidence that specific programs receiving federal money at various public colleges had violated the anti-bias laws.

Civil-rights experts said the decision, if upheld, could alter most of the 18 desegregation cases now being pursued by the U.S. Departments of Justice and Education. In all of those cases, the departments have charged systems or institutions, rather than individual programs, with segregation. Proving discrimination in individual programs would be more difficult, time-consuming, and expensive, the observers said.

'More Complicated than Antitrust'

"This could turn civil-rights cases into accounting cases," said Joe R. Whatley, a lawyer for Alabama A&M University, a historically black institution that was one of the parties that sued the state in the Alabama case.

"It makes what ought to be a simple, straightforward question of civil rights into a very complicated, money-tracing issue. It will become more complicated than antitrust cases," he said.

The Circuit Court's decision overturned a U.S. district judge's decision that Alabama's colleges and universities were illegally segregated. The Circuit Court based its opinion on the 1984 Supreme Court decision known as *Grove City College* v. *Bell*. In that ruling, the Court found that the Department of Education could not

Continued on Page A30

Higher Education Thrives as N.J. Economy Booms

New Jersey's economy has blossomed recently—and higher education, too, has been transformed by a steady determination and statewide collaboration. Page A20.

MARGINALIA

From *Gerontology News*, a newsletter of the Gerontological Society of America:

"The Institute of Gerontology seeks a fulltime PhD (or nearly so) . . ."

Not someone who just dabbles at it?

■

Item in the *Daily Egyptian*, the newspaper at Southern Illinois University at Carbondale:

"A $200,000 fund drive is scheduled in celebration of the two-millionth volume to be received at Morris Library this year. . . . Money raised during the campaign will further provide income for the future of the library.

"It is impertinent for students 50 to 75 years from now to be able to use materials purchased by the library such as newspapers, books and maps," he [the dean of library affairs] said."

Impertinent, if not downright impudent.

■

From *Computing in the Humanities*, a newsletter published at the University of Wisconsin at Stevens Point:

"While computer literacy continues to spread across campus, there is still a feeling among many relatively new users that they are and can only be surrogates, the nurturers of programs created by computer programmers (the real computer people). Conversely, a certain mystic attaches to those who mastered enough Pascal, C, or BASIC to make the computer perform some fundamental operations."

That's Joe, the programmer, and we don't know why he hangs on that way.

■

Headline in the North Carolina State University *Official Bulletin and Calendar:*

SCHOLARLY EXCELLENTS TO BE HONORED

And the awfuls will be exposed to ridicule.

■

From a news story in the Indiana University alumni magazine:

"At their June meeting the Trustees approved construction projects on several campuses:

"A $6 million university center and classroom building on the Kokomo campus;

"Almost $22 million for Phases II and III of the Chemistry Building project in Bloomington;

"A $9 million project for the laboratory / classroom wing of Tamarack Hall at Northwest; and

"Almost $20 for Phase II of the Science / Engineering and Technology Building at IUPUI. . . ."

It's all they had left, probably.

—C.G.

In Brief

Law Dean Is Cleared in Biden Transcript Leak

Syracuse University officials have cleared a former law dean, Craig Christensen, of any responsibility for leaking details of Sen. Joseph Biden, Jr.'s, plagiarism record in law school.

In a statement, university officials said they were "completely satisfied his files have been and remain secure."

Mr. Christensen had been accused of disclosing confidential information about Mr. Biden's record at a dinner with three other law-school officials last month. News accounts of the plagiarism helped derail Mr. Biden's Presidential campaign.

Mr. Christensen has denied making any specific mention of the plagiarism episode.

Mr. Biden received an F in a law-school course for submitting a paper that included five pages of unattributed material taken from a law-review article. Mr. Biden, who said he had inadvertently omitted a footnote, repeated the class and received a B.

5 at the Citadel Indicted in Cadet Hazing Incident

A county grand jury has charged five cadets at the Citadel, a military college in South Carolina, in connection with the hazing of a black classmate last year.

The students were indicted on a misdemeanor charge of illegally wearing a mask. The offense comes under a rarely used state law designed to curtail Ku Klux Klan–type activity. The law carries a maximum penalty of a $500 fine and a year in jail.

The charges stemmed from a hazing incident last fall in which the five cadets, dressed in white sheets and towels, entered the room of the freshman, Kevin Nesmith, muttering obscenities, and left behind a charred paper cross.

The 13-member grand jury declined to indict the students on a second count of placing a burning or flaming cross in a public place.

Although he called the offenses serious, Charleston County Solicitor Charles Condon said he would drop the charges if the students agreed to enter the state's pretrial-intervention program, which would require them to perform 80 hours of community service and tour the state's prison system.

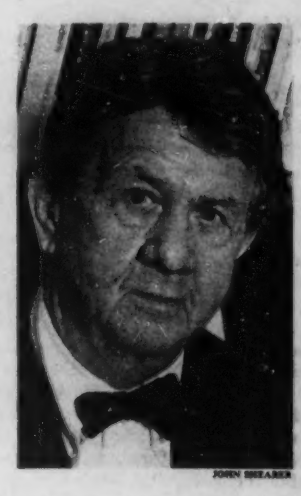
Los Angeles Chancellor to Retire in December

Leslie Koltai, chancellor of the Los Angeles Community College District, has announced that he plans to take early retirement in December, when he will step down with six months remaining on his contract.

Mr. Koltai, 56, had been under pressure from a new majority on the district's governing board. He has been chancellor for 15 years.

Mr. Koltai came under fire in the last two years for recommending that hundreds of permanent faculty members be laid off to resolve budget problems in the system, which is the nation's largest community-college district. In June, the American Federation of Teachers Faculty Guild (A.F.L.-C.I.O.) supported a three-candidate slate that defeated two incumbents and gave Mr. Koltai's critics control of the board.

During the session at which Mr. Koltai announced his retirement, the board voted to give faculty members a 7-per-cent salary increase, their first in three years.



JOHN BIZARRE

Columbia U. Professor Wins Case to Clear Name

Penn T. Kimball (*above*), a 71-year-old retired Columbia University journalism professor, has won a widely publicized battle against government charges that he was a disloyal American and a dangerous national-security risk (*The Chronicle*, June 13, 1984).

In settling the $10-million lawsuit, filed in 1984 against the F.B.I., the C.I.A., and the State Department, the federal government acknowledged there was no evidence indicating Mr. Kimball or his late wife, Janet, had ever been disloyal to the United States. The government promised to destroy its file stating the contrary, and Mr. Kimball has dropped his claim for damages.

Mr. Kimball, a journalist who served as an adviser to the former Governor of New York, W. Averell Harriman, and former Sen. William Benton of Connecticut, discovered the charges made by anonymous informants when he requested his files under the Freedom of Information Act.

Mr. Kimball published a book in 1983 about his case, which was also the subject of a television documentary.

"I'm glad to be vindicated," he said. "But I don't think a citizen should have to go to such lengths to force the government to be more accountable for false accusations compiled in its classified files."

Earthquake-Area Universities Pick Up the Pieces; Damage at One Campus Is Close to $30-Million

LOS ANGELES

California State University at Los Angeles reopened last week after being closed by an earthquake that damaged many colleges and universities in the Los Angeles area.

The university's campus, just east of downtown Los Angeles, had been closed for seven days to begin repairing nearly $30-million in damage. A student at the university was killed when part of the wall of a parking structure (*right*) fell on her.

Several other colleges in the area were closed temporarily after the earthquake, which registered 6.1 on the Richter scale. Many sustained severed water and gas lines, broken windows, cracked plaster, and other damage. Six of the 19 campuses in the California State University system reported being damaged by the earthquake.

One large classroom building and parts of several other buildings at California State at Los Angeles remained closed until repairs could be made.

About 70 per cent of the shelves in the university's library were damaged by the temblor. Two science buildings were hit by a fire caused by a chemical explosion and by chemical spills that the earthquake triggered.

The main quake was followed by a series of aftershocks that added to the damage. One registered 5.5 on the Richter scale.

—JACK McCURDY

WIDE WORLD

Victim of Alleged Rape Sues U. of California

A $15-million damage suit has been filed against the University of California at Berkeley and four football players by a female student who claims the athletes raped her in a dormitory on the campus last year.

The Alameda County district attorney's office said it had found insufficient evidence to file charges in the case. However, a campus student-conduct committee disciplined the players, requiring them to write letters of apology, undergo psychological counseling, and perform 40 hours of community service.

The incident drew wide attention, prompted student protests over the handling of the charges, and led to a campus program to alert students to the potential of "date rape" and other sexual abuses of women.

The players admitted having sexual relations with the woman, but denied she had been forced to take part.

The suit also names six university employees and a former male student.

The university said it would

The Chronicle of Higher Education (ISSN 0009-5982) is published weekly except the last two weeks in August and the last two weeks in December, at 1255 Twenty-Third Street, N.W., Washington, D.C. 20037. Subscription rate: $50 per year ($51 if bill is to be sent). Second-class postage paid at Washington, D.C., and at additional mailing offices. Copyright © 1987 by The Chronicle of Higher Education, Inc. Printed in the United States of America. POSTMASTER: Send address changes to The Chronicle of Higher Education, P.O. Box 1955, Marion, Ohio 43305. Member, Audit Bureau of Circulations. The Chronicle reserves the right not to accept an advertiser's order. Only publication of an advertisement shall constitute final acceptance of the advertiser's order.

At 427 Institutions, 60 Pct. of Loan Money Found to Be Overdue

WASHINGTON

More than 60 per cent of the federal money loaned to students at 427 postsecondary institutions across the country has not been repaid on time, according to a study of student-loan defaults.

The study is the first to examine the repayment of Guaranteed Student Loans at each of the 8,300 postsecondary institutions whose students have received guaranteed loans. It is also the first to offer a comprehensive listing of the proportion of student loans in default in each state.

Most Are Proprietary Schools

The study was a joint project of the National Conference of State Legislatures and the National Governors' Association. It found that most of the 427 institutions with more than 60 per cent of their student loans in default are proprietary schools. As a result, the states with the highest proportions of loans in default generally are those with large numbers of private trade schools. A report on the study said the government should consider cutting off loan money to students at trade schools where many former students have defaulted.

"Something is going on at these schools," said Mark Wolfe, who conducted the study. "Either their admissions standards are too lax or they are not counseling students. I find it hard to believe that half the student body is irresponsible."

Representatives of the proprietary schools, however, said it was not the schools' fault that students were not repaying their loans. Many times, students who go to trade schools drop out because of family or economic problems and are not able to repay their loans, said James P. Murphy, executive director of the National Association of Accredited Cosmetology Schools. Other students come from low-income families that are not used to borrowing money and do not understand that they have to repay, he said.

The study found that about 28 per cent of the guaranteed loans made to students in the District of Columbia were in default—a larger proportion than in any of the states. Arizona and California had the next highest proportions of student loans in default, with 26 per cent and 18 per cent, respectively.

Legislatures' Role Cited

Under the Guaranteed Student Loan program, the government insures loans that banks make. If a bank is unable to collect after a student leaves college, the state loan agency is expected to persuade the student to repay.

Jean S. Frohlicher, staff director of the National Council of Higher Education Loan Programs, said many factors influence a state's loan-default rate. In some states, she said, legislatures have restricted the tools that state loan agencies can use to collect defaulted loans. Other state loan agencies simply have not been in business long enough to perfect their collection techniques.

The study is aimed at helping state and federal policymakers make decisions on student-aid programs.

James R. Mingle, executive director of the State Higher Education Executive Officers, said members of his group simply wanted to know what the default rate is in their states and how it compares to others.

The study has already prompted a reaction from some members of Congress. Said Sen. Claiborne Pell, the Rhode Island Democrat who heads the Senate education subcommittee: "I am very concerned by the results of the study conducted for the National Governors Association. It indicates clearly that more needs to be done to crack down on defaults and particularly to focus on the institutions where defaults are highest."

Senator Pell has added a provision to a bill now being considered by a House-Senate conference committee that would allow state agencies to refuse to guarantee loans to higher-education institutions with default rates of more than 25 per cent. Now, agencies cannot refuse to guarantee loans to an institutions' students just because many of its ex-students have defaulted.

The report is available for $25 from Federal Funds Information for States, 400 North Capitol Street, N.W., Washington 20001.

—ROBIN WILSON

State-by-State Comparison of Guaranteed Student Loan Default Rates

	Total amount owed*	Amount in default	Percentage in default
Alabama	$158,558,000	$19,264,000	12.2%
Alaska	20,518,000	700,000	3.4
Arizona	229,973,000	60,807,000	26.4
Arkansas	152,133,000	9,179,000	6.0
California	2,472,520,000	454,304,000	18.4
Colorado	387,802,000	33,227,000	8.6
Connecticut	1,333,561,000	137,662,000	10.3
Delaware	109,455,000	6,055,000	5.5
District of Columbia	81,605,000	22,604,000	27.7
Florida	771,537,000	106,442,000	13.8
Georgia	427,573,000	44,692,000	10.5
Hawaii	53,657,000	6,985,000	13.0
Idaho	81,081,000	12,162,000	15.0
Illinois	1,891,517,000	275,591,000	14.6
Indiana	580,615,000	28,461,000	4.9
Iowa	515,675,000	38,573,000	7.5
Kansas	253,302,000	37,601,000	14.8
Kentucky	308,807,000	28,414,000	9.2
Louisiana	355,750,000	48,647,000	13.7
Maine	258,833,000	21,950,000	8.5
Maryland	610,717,000	77,845,000	12.8
Massachusetts	1,780,099,000	174,416,000	9.8
Michigan	1,257,185,000	158,231,000	12.6
Minnesota	654,287,000	62,380,000	9.5
Mississippi	87,790,000	11,666,000	13.3
Missouri	535,341,000	70,906,000	13.3
Montana	81,512,000	6,210,000	7.6
Nebraska	193,277,000	24,744,000	12.8
Nevada	73,787,000	10,735,000	14.6
New Hampshire	154,989,000	12,354,000	8.0
New Jersey	2,040,454,000	266,193,000	13.1
New Mexico	98,563,000	8,294,000	8.4
New York	6,771,173,000	930,301,000	13.7
North Carolina	271,992,000	20,975,000	7.7
North Dakota	65,445,000	5,736,000	8.8
Ohio	1,594,897,000	66,281,000	4.2
Oklahoma	234,222,000	34,245,000	14.6
Oregon	344,936,000	27,108,000	7.9
Pennsylvania	3,604,972,000	481,093,000	13.4
Puerto Rico	68,399,000	3,724,000	5.4
Rhode Island	254,981,000	23,596,000	9.3
South Carolina	79,609,000	5,168,000	6.5
South Dakota	211,785,000	12,726,000	6.0
Tennessee	438,437,000	31,805,000	7.3
Texas	690,754,000	71,804,000	10.4
Utah	200,031,000	19,924,000	10.0
Vermont	131,279,000	7,995,000	6.1
Virginia	738,285,000	57,684,000	7.8
Washington	323,226,000	36,692,000	11.4
West Virginia	114,949,000	18,701,000	16.3
Wisconsin	1,161,634,000	143,694,000	12.4
Wyoming	23,472,000	1,681,000	7.2
Territories	2,717,000	736,000	27.1
Total	$35,353,928,000	$4,278,963,000	12.1%

* Total amount owed represents all loan money ex-students are required to repay.

SOURCE: FEDERAL FUNDS INFORMATION FOR STATES

GETTYSBURG

Announcing

A POSITION PAPER BY THE INTERCULTURAL AWARENESS THINK TANK

Sponsored by

The Division of Intercultural Advancement At Gettysburg College

The position paper contains recommendations for addressing the issue of racial and cultural diversity and its implications in supporting the education of African American youths.

For a copy of the position paper forward $5.00 (make checks payable to Gettysburg College) to:

Harry B. Matthews, Dean
Intercultural Advancement
Box 430
Gettysburg College
Gettysburg, PA 17325
(717) 337-6311

CERTIFICATION of Home Economists

MORE THAN 11,000 HOME ECONOMISTS RECOGNIZE AND SUPPORT THE NEED FOR QUALITY AND HIGH STANDARDS IN THEIR PROFESSION. THEY ARE CERTIFIED HOME ECONOMISTS.

CHARTERING IS A ONE-TIME OPPORTUNITY TO RECOGNIZE THE PROFESSIONAL COMPETENCE AND EXPERIENCE OF CURRENT PRACTITIONERS IN THE FIELD.

THE CHARTERING PERIOD EXPIRES OCTOBER 31, 1987. JOIN THESE PROFESSIONALS BY APPLYING FOR CERTIFICATION NOW.

TO APPLY TO BECOME CHARTERED AS A CERTIFIED HOME ECONOMIST, ACT TODAY!

CONTACT the Office of Professional Education at AHEA
2010 Massachusetts Avenue, N.W., Washington, D.C. 20036-1028 (202) 862-8333.

"What I said was, 'How about revamping our promotion review system.' Now I know how Captain Bligh must have felt."

—Department Chairman

RAPIDS OF CHANGE

The Question: How to raise a serious issue without being set adrift by your staff.

An Answer: The Rapids of Change. Required reading for avoiding mutinies and getting your crew to work together.

The Rapids of Change, by Robert Theobald. $16.95 hardcover, $9.95 softcover from Knowledge Systems, Inc., 7777 West Morris St., Suite 101, Indianapolis, IN 46231. Tel. (317) 241-0749. Credit cards accepted.

New Programs Fuel Growth of Journalism-School Enrollment

Continued from Preceding Page

newer communications aspects," says Gerold M. Sass, vice-president for education at the Gannett Foundation in Rochester, N.Y. "Within the J-school, the news-editorial sequence has lost some of that glamour and luster."

Not everyone is happy about the changing nature of journalism education. "I'm troubled by it," says David Weaver, president of the Association for Education in Journalism and Mass Communication, formerly the Association for Education in Journalism. "I would frankly rather see advertising and public relations taught in business schools."

At the University of California at Berkeley's graduate journalism program, Dean Ben H. Bagdikian has strongly opposed introducing advertising and public relations courses.

"Not only do we not teach P.R. and advertising, but we believe they have no place in a journalism school," he says. "We think that journalism is more than technique. It should be governed by an inflexible principle presenting the truth about any subject in so far as that is possible."

He adds: "Now, I think the best practitioner of public relations and advertising would prefer to do that. But the overwhelming practical imperative is that they must conform to the wishes of their client and employer."

Job Market Cited

Deans and professors say students are more attracted to the newer sequences because there appear to be more jobs available in those fields and because they perceive salaries in advertising, public relations, television, and telecommunications to be greater than those in print journalism. (In fact, according to a survey conducted by the Dow Jones Newspaper Fund, in their first jobs, the 1986 graduates of news-editorial and advertising programs earned roughly the same starting salaries, while public-relations graduates earned slightly more and broadcast graduates earned less.)

"This has been coming a long time," says Richard R. Cole, dean of the School of Journalism at the University of North Carolina at Chapel Hill.

"The reason is the job market," he says. "There aren't as many daily newspapers as there used to be, and there aren't as many weekly newspapers. The number of journalism jobs has held fairly constant, but the number of jobs in P.R. and in advertising has grown greatly."

New Opportunities Created

Communications education has also been revolutionized by recent developments in telecommunications and cable television, which have created a wide range of new job opportunities.

Last year, advertising and public-relations students accounted for some 44 per cent of the students in the nation's journalism and mass-communications programs, up from 37 per cent two years ago, according to an annual study conducted by Paul V. Peterson, a professor at the Ohio State University's School of Journalism.

In 1975 and 1976, advertising accounted for 15.4 per cent of all bachelor's degrees awarded, while only 9.0 per cent of students graduated from public-relations sequences.

Most of the students in the growing advertising and public-relations programs have been women. While they have long made up the majority of communications students—some 60 per cent in 1986, according to the figures compiled by Ohio State's Mr. Peterson—there are even more women enrolled in advertising and public-relations programs.

Last year, 63 per cent of advertising majors and 71 per cent of those in public-relations programs were women, while slightly less than 60 per cent of the students in the journalism, radio, and television programs were women, according to Mr. Peterson's figures.

U. OF CALIFORNIA AT BERKELEY

Ben H. Bagdikian: "Not only do we not teach P.R. and advertising, but we believe they have no place in a journalism school."

"Females are looking at public relations and advertising because those fields are open to them, while the newsrooms are closed," Mr. Peterson says. "Newsrooms are pretty much male-dominated."

He adds: "The young lady 40 years ago who graduated from high school who was a good word merchant really had no place to go if she was interested in mass communications. Now the opportunities are all there, and they are in the advertising and P.R. area."

Almost every communications department in the country has been changing to meet the demand for the new programs.

- At Michigan State University, home to the nation's largest journalism program, Dean Erwin P. Bettinghaus says the College of Communications Arts and Sciences has been unable to find enough instructors or raise enough money to teach adequately the influx of students interested in advertising and public relations.
- The journalism school at the University of North Carolina at Chapel Hill, where roughly half of the students study advertising, recently established its first endowed advertising professorship and opened a center devoted to the study of advertising.

  In 1971, one professor taught advertising at Chapel Hill. Today, says Mr. Cole, the dean, there are six.
- At Northwestern University, the Medill School of Journalism last year accepted its first students into new programs in corporate public relations, direct marketing, and advertising management.

"You have to tailor your programs to the marketplace," says Medill's dean, Edward Bassett.

The shift in emphasis away from the basic news-editorial and broadcast-news sequences comes at a time when journalism and communications education is under criticism from media professionals.

Critics have variously charged that the J-schools are not paying enough attention to nuts-and-bolts writing and editing and that they are skimping on the liberal-arts education that is needed to help students understand what they are writing about.

In the Pacific Northwest, the region's journalism schools are at odds with a group that represents 55 daily newspapers in the area.

The Allied Daily Newspapers raised the hackles of local journalism educators this year when it charged that some of the schools were not teaching their students the basics of writing, editing, producing, and selling newspapers.

A bugbear to many newspaper editors in the Northwest and around the country is the burgeoning field of "communications theory," which investigates the media and other communications fields in the broader context of society.

"I've long thought communications theory was a discipline borrowed from pop psychology," says Claude Sitton, editor of the *News & Observer* in Raleigh, N.C. "I'm a long way from being convinced it is a true academic discipline."

Concern over Specialization

Mr. Sitton, a former chairman of the American Society of Newspaper Editors' education committee, argues that the advent of communications theory and new specializations in public relations and other fields have watered down journalism-school education.

Students, he says, receive too much specialized education, to the detriment of liberal arts, although he believes some journalism schools are now making an effort to re-emphasize the liberal arts.

For example, he says, public-relations professionals "not only want their graduates well-schooled in the craft of journalism but also in public speaking. And then they want them schooled in marketing. All these courses leave no room for the liberal arts."

As a result, he says, "You get communicators with nothing to communicate."

Mr. Sitton, who represents the newspaper editors on the journalism and mass communications accrediting committee, says: "If I'm forced to choose between two applicants, one of whom has an excellent background in the liberal arts and some ability to write, and another person who has a journalism degree and a restricted background in the liberal arts, I'll take the non-journalism student." But, he adds, "I don't think I, as an employer, should be forced to make that choice."

'A Media Society'

Supporters of the new journalism education argue that it is naïve to suggest newspaper and editorial writing are pure crafts and can be taught without an understanding of the complexities of the so-called media age.

"This is so much a media society, with connections between broadcasting and print and cable and direct mail, that a school would be foolhardy not to take a comprehensive look at all of this," says Everette E. Dennis, director of the Gannett Center for Media Studies at Columbia University. "Especially with the economic realities of the media, it's inappropriate to think of news-editorial journalism without thinking of the marketing and the marketing segmentation aspects."

"Newspapers are coming into the modern world, for heaven's sake," says Mr. Bassett of Northwestern's Medill School, which has forged closer ties with the university's Kellogg School of Management. "There's no point in saying we're going to be an editorial school. Editorial is impinged upon by all other aspects of media."

Skeptics say privately that some of the new enthusiasm for business-oriented communications education has been prompted by the desire, especially at large state universities, to boost enrollment, and hence appropriations, for their programs.

With interest in print journalism leveling off and with newspapers around the country facing some hard times, some educators say the money isn't there anymore for a pure journalism program catering to a small group of students.

"In order to survive in many university situations, you have to be big," says George W. Ridge, head of the journalism department at the University of Arizona in Tucson. "Numbers are everything, and the big numbers are in public relations and radio-TV," he adds. "But if you want to run a quality program, there's no way you can maintain those numbers."

For all the changes, a small coterie of journalism programs has resisted the trend toward newfangled communications programs.

The University of Arizona, for instance, is banking on the conviction that its straight news-editorial focus, with a heavy emphasis on basic writing and editing skills, will adequately prepare students for careers in communications outside of print or television journalism.

"We have to convince students our courses can lead to a public-relations career," says Mr. Ridge. "You just have to kind of hold the line and say, Our curriculum is good and it will get you where you want to go."

"To say someone is a major in communications is meaningless," Mr. Ridge says. "It's a fraud on the students. Our students are graduates of a journalism department where it has a focus, and people understand what the focus is."

Educational Attainment and Monthly Income

Highest degree earned	All: Percentage of adults	All: Monthly income	Men: Percentage of adults	Men: Monthly income	Women: Percentage of adults	Women: Monthly income	White: Percentage of adults	White: Monthly income	Black: Percentage of adults	Black: Monthly income
Doctorate	0.5%	$3,265	0.7%	$3,667	0.2%	—	0.5%	$3,342	0.2%	—
Professional	1.0	3,871	1.8	4,309	0.3	1,864	1.1	3,927	0.3	—
Master's	3.4	2,288	3.8	2,843	3.0	1,645	3.6	2,287	1.5	1,966
Bachelor's	10.6	1,841	11.9	2,455	9.5	1,148	11.1	1,881	5.2	1,388
Associate	3.4	1,346	3.5	1,755	3.3	959	3.5	1,367	2.6	1,158
Vocational	1.8	1,219	1.3	1,822	2.3	923	1.9	1,248	1.4	860
Some college, no degree	17.8	1,169	19.1	1,534	16.6	789	17.8	1,213	17.5	862
High-school diploma	35.5	1,045	32.7	1,510	38.0	684	36.1	1,080	32.7	765
No high-school diploma	26.0	693	25.3	973	26.7	453	24.4	734	38.6	513
Average monthly income	100.0%	$1,155	100.0%	$1,620	100.0%	$ 734	100.0%	$1,208	100.0%	$ 754
Population total	170,232,000		80,834,000		89,398,000		147,147,000		18,475,000	

AVERAGE MONTHLY INCOME BY FIELD OF DEGREE

	Bachelor's degree	Advanced degree		Bachelor's degree	Advanced degree
Agriculture, forestry	$1,945	—	Liberal arts, humanities	$1,400	$1,720
Biology	1,559	—	Mathematics, statistics	2,116	—
Business, management	2,381	3,564	Medicine, dentistry	—	4,234
Economics	2,846	—	Nursing, pharmacy, health technologies	1,424	1,804
Education	1,290	2,062	Physical science, earth science	2,529	2,913
Engineering	2,833	3,308	Psychology	1,251	2,282
English, journalism	1,477	1,945	Religion, theology	—	1,584
Home economics	1,065	—	Social studies	1,610	2,124
Law	—	4,060	**All fields**	**$1,841**	**$2,711**

Note: The figures are based on a survey of 19,000 households conducted in the spring of 1984 as part of the Census Bureau's Survey of Income and Program Participation. They cover the civilian, resident U.S. population of adults age 18 and older. A dash indicates insufficient data.

SOURCE: U.S. CENSUS BUREAU